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In-service and Pre-service Teachers' Orientations to Linguistic, Cultural and Worldview Diversity

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Abstract

**OWNOODQLEWLFDOOWQNDWLRQWDMKBHWHQ/LWLBHQ
ODDQYRDFFRQLDQKLDWLFOSRWKHLUDWLRQKDWPHQ**

pre-service and in-service teachers evaluate their preparedness to conduct certain culturally

QDWHQ

GDWHQWHQ

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QDWHQWHQ

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QDWHQWHQ

**Keywords: OWNODQNDWLRQLEWLFDOOWQNDWLRQWHFKH
WDMWLRQ**

Introduction

'In classrooms, curriculum and pedagogy are the mirrors in which children see

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KBRWWH

evaluate their preparedness to conduct certain culturally and linguistically responsive

WKKWW

WQH

WQH

KWQH

WQH

will add to our understanding about how linguistically and culturally responsive peda-

JWQH

Theoretical Framework and Literature Review

Culturally responsive teaching

QWNOOQW HFKLQDQOERQW DQWLWRQFRQWR

QD HQQKWHFRQWRD\FQWNOO\

QW HFKLQHQWKHNOQOHRHQDPH

RIHQEREDQWOHIWKQFDOOQWWRPDNHQ

FRWRHQWRDQFWLHRWKHRHWLWOLDWLQRP

HNKKGOPSPQRN

QHQDQDQHQJQ

KHQHQHQJ

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active participants in their own culture and community and interest toward other cul-

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Linguistically responsive teaching

LQWLFDOOQW/HFKLQDIDPINCQREDDQO -

HIDWPIINW

that language, culture and identity are deeply intertwined, and language is situated

KKZBZZ -

guistic diversity as an asset in their classrooms, and they encourage their students to

MMZMPW -

cally responsive teachers understand that language plays an important role both in

QDQJDPWQW

WKBKKKQIW

MGWKKRHW -

GVQIQIDPH

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KZWKZGKW -

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QDQDQDQD -

MMMK

KKQMKRKW

NKQDPHKKWQ

order to succeed in school, all learners need guidance on how to produce and interpret

KKZIL

5DZDZKZ

KRQZPMMQ

their home language and in the target language, the better they were in their academic

QDQKMMQZH

QZPZPW

PZKQDQMMQ

W

Previous studies have shown that the practices in schools are still highly monolin-

JQDQDQ

WZDQZQWQW

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HZPZQZ -

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JZKZKZKZKZ

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QWWMQWQD
WQWQWQW
WQWQW
GMW

WQW
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to the world, how that relationship is constructed across time and space, and how the

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tween students and teachers and among students are more central to student success

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QDDBYRMY M P D

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GH

REMRGRRQKGMW

QDDBYRMY M P D

UJHQQWKKQWQH

RWJMDNNDPEW

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REMRGRRQKGMW

QDDBYRMY M P D

UJHQQWKKQWQH

RWJMDNNDPEW

WeltanschauungLVZEXRWKLVSERVHSHLDOO\

LYKHRIHLJLRXBDWLRQUGMFDWRRIDQVHKLNVLDQW\

RDQVPDQMRDOKUENDQRLMENVLHD

DQRWKDBHQVIDFWRVFRDQLOOLIHQFKRRO

\$SHLDOIHWRRIHLJLRXRXUGMLWLVWKDWDZSHGV

QDDBYRMY M P D

UJHQQWKKQWQH

RWJMDNNDPEW

QDDBYRMY M P D

UJHQQWKKQWQH

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QDDBYRMY M P D

UJHQQWKKQWQH

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**KRPNBQHR
GVTCKRW
WAKRNQ
KNNNHQH
QNKHV
KVSDH
NNGBNHH
KNHN
KKTPRH
KH HGHWH
HQMGHNP
KHHVPH
KANHV
DPTGKWT
HGNHGBV
KWKNVKV
NSLW**

environment and its cultural heritage as well as their own social, cultural, religious,

Methodology

KLTVQLWDWLWFRWKHHQHIMQFWLFWHFKH
WDNWLRLQDMWRPHWKHKHWDNHWKLV
DWLFOHROOFWHSWRIDODHREWHWWKHQRIWHFKH
WDLQQWVLRQDURWFWHFKHDLQRRBVEHFWKH
QMHGHHH
GHHHWHH
QNHKHHH
HHH

HHRRH
QHRRRP
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HHHKHHHHH
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JHHHHH
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ties in classroom as well as co-operation and sharing concerning cultural diversity with

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education in an optional university course addressing worldview diversity in school

HHHHHHH
HHHHHHH

CONCLUSIONS

MEMBERS

teachers, student counsellors and head teachers who were attending two training days

~~CONFIDENTIAL~~

was also either mandatory or strongly recommended by their supervisors based on

WHEELDRIVING

CHANGES IN CONSUMER

KNOWLEDGE

GERMANY

KHIGURKIN

IPED KUSHIWA

~~PRIVATE~~

DRINKING

BOOK REVIEW

REINVENT

REFERENCES

NUMBER

MARKETING

KEYWORDS

GSD

Current Positions of The Participants

6	1
6	
6	
6	
6	second
6	
Principal	
Total	181 100.0

~~7KMD~~EON~~KRZ~~WKDWSSRLPDW~~HRI~~YKLGIWKSDVLFSLDQV~~HWF~~V
VRP~~R~~I~~KRP~~TW~~F~~LQ~~UQ~~WSODQRDSSOWRWHFK~~M~~DWLRQ~~R~~
JPPM~~N~~N~~N~~N~~N~~N~~N~~NX

ESQWMLR

NEW GBR

WIKIRAILWAY

DEUSQ

CONCLUSION

G W K H M R W H

IMMIGRATION

~~CONFIDENTIAL~~

RENNET

INNAKROW

~~IR 62-147614-1~~

OVERVIEW

EMERSON

scales as dependent variables and with gender and previous studies in multicultural

DISCUSSION

Results

:KFWLDWLDYKFWLFLDQKFWLDWLRQWRZKFWLWNOODQLFWL

CONCLUSIONS

~~PHENOMENON~~

ORIGINAL

Item	Factor		
	1	2	3
3RLV RW GHV SHSHWLK KQOZDORFWXO LVVMDEHVEHQEMHW			
Bring IRWKLVVWVKDWLQKQWBRQLSHI discussed among colleagues			
5SHWRQEVHFWLRQFRQDFQMDQVWWRJWKH with colleagues			
5HRJQVHQLVWRSSVVLMDFWLFIIRU BPSOMHVPDFLVP homophobia and gender-HDWBVFPLQWLRQ			
Build learners' intercultural competence, i.e. the will and ability to QWDCRSHHFIIRPWKHVHH			
HVVFKRROIHWLDO WDCWLRQDQKHEDFNJEKWKOBH			
Guide in collaboration, interaction and dialogue among all learners 1 6XSRV OHQ WR VHWKHVHH DV FDSDEOHJVV DV WKXH ODQJLQMWKQDOOVFKRROVEMHWV			
QKQNM QD Q counselling			
SHHPIHQIR M			
QPHQNV			
Promote two-way collaboration between home and school by inviting WPHKQV			
QJQ MMR learning			
QD QKQKH environment in which they grow up			
QVQV JQHMMHND socio-economic baHQ			

2LHFDWLRQYRFQWFRQLVWFRIDZOOLOHFWWRDQVFRQWFRDOWDQGLRQDQ

leagues and to guide all the learners to engage in interaction and dialogue, indicating

BPMPPIUMW
QMHGHNK
WROBQHHEW
WWRDQ
NJKVRPMPW
PQGNRPMWR
NJKWWRW
WRWRQKW
WKKWOBQHWW
PRNMRPW
WRHGWNRW
QKOBHWRKPRW
NRW
PWRWIGWKIKW
PQKWWHWWH
KWRWIGW
WRI
PQWRI

p DOWKRLWDWLWRDI
p

7DEOH

Orientations to Culturally and Linguistically Responsive Pedagogy

6FDOH	0HQ	6d	DOI
6 2LWDWLWRFRW			
62LWDWLWR language			
62LWDWLWRDIILPLWLWM			

,QVRDQWKEK TWLWRQDOWKWDWLWRQKLS EWW
EDFNJRQFWRUJWDLQDWRFRWBOGHLWQWVKRIFBQ
SRHVLROQVWDWXDQKRLWDWLWRWRFRWBOODOLQVWLFDOOHSROLH
SHJRJPLWKHHEWEDFNJRQFWRUDQKRDU
WRRW
IPQWIGW
G)HDOBWLFLSDQVFRQLBPLQLWLWLMPRHWQ
6GKDOBWLFLSDQV0 6GHRQKWDVDVLJQDQ

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p ~~GV~~VKRIFD~~SV~~WKD~~SV~~LJQ~~FD~~DL~~SH~~
RQ~~Q~~W~~K~~M~~R~~DLDEOM
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RL~~ED~~WLRQ~~RF~~OW~~EP~~ DQ~~IP~~L~~Q~~W~~L~~WM p 7K~~JS~~FRPSLV~~H~~
RIVFKRROFR~~QH~~ORUVSHLDO~~ED~~WLRQ~~BF~~K~~M~~LQVKDVVHRQD~~Q~~J~~W~~HFK~~M~~
D~~Q~~HFK~~ML~~SDDWREODVVHFRQ~~LS~~W~~ED~~WLRQ~~RD~~IP~~L~~Q~~W~~LWMPRH
~~HH~~Q 0 6WKD~~Q~~S~~HH~~F~~W~~HFK~~M~~0 6G~~Q~~R~~Q~~DVW
S~~HH~~F~~W~~HFK~~M~~0 6F~~R~~Q~~LS~~W~~ED~~WLRQ~~RF~~OW~~ER~~~~HH~~Q
WKD~~Q~~G~~M~~H~~W~~W~~H~~F~~K~~M0 6G~~K~~~~HH~~Q~~R~~I~~W~~K~~H~~Q~~OL~~W~~H~~V7DEOH
PDNHSRVVLEOM~~RV~~~~H~~K~~HH~~Q~~I~~W~~K~~R~~V~~~~H~~DVNVWKDW~~HO~~~~K~~P~~W~~K~~M~~
DLDEOMDV~~ED~~ODVF~~ED~~DL~~ED~~LOVL~~Q~~K~~FR~~PSDLNRQ~~W~~K~~W~~DVNV, WFD~~Q~~R~~W~~L~~F~~~~W~~KDW
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RSSR~~W~~W~~L~~MIREROODERDWLRQ~~Q~~H~~F~~WLRQ~~Q~~DORJ~~EW~~~~W~~K~~M~~HFK~~B~~Q~~K~~H
VW~~W~~V~~ER~~JQ~~ED~~L~~V~~WRSS~~W~~VLE~~ED~~F~~W~~L~~F~~~~H~~D~~Q~~KO~~G~~H~~W~~~~Q~~ERQ -
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Means and Standard Deviations of Individual Items

Item	0BQ	6G
1. Use learners' prior knowledge, skills and abilities as a resource for learning		
2. Support the construction of learners' G B U Q H B A N N E D R B E -economic		
3. Connect teaching or counselling with learners' experiences from the environment in which they grow up		
4. Build learners' intercultural competence, i.e. the will and ability to understand B I L E R P M 5 R O L E K R K O gender- B G M Guide in collaboration, interaction and dialogue among all learners B I P E R N E T B E P E R Q I L L E B B E R N E B E P E R K B B I L Promote two-way collaboration between home and school by inviting the I P E R K 3 B I L E R B G M B E R N E K with learners 5 B E R K colleagues B E R N E K -evident to be discussed among colleagues		

Discussion

All the orientations discovered by this study had high means, indicating that in the

B**E****P****E****R****N****E****T**

B**E****P****E****R****Q****I****L****L****E**

B**E****P****E****R****K****B**

B**E****P****E****R****N****E****T**

B**E****P****E****R****K****B****E****R****N****E****T**

B**E****P****E****R****K****B****E****R****N****E****T**

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REH/GPIN
KQHKNDIGH
KQHQHKEW
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QGHWHQHWH
QKQKWHQKWH
RQHQHQPWH

QKOPRQKWH
RQIGHWH
QKWHQ
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creating personal relationships with the pupils and their identities, whereas especially
RQWHQWH

Conclusion

KLQWLFQHWLDWQKHLWDWLRQKDWLQKWHQWH
WHFKKDWRFQWNOODQLDWLFDOOWQHRPWKHWD
WKHLWDWLRQHLWDWLRQRFQWHLWDWLRQRODQHWD
QIGHWH
RQWHQPIGH
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Teaching and Teacher Education, 2, M
 Review of Educational
 Journal of Language, Identity and Educa-
 tion, 2±
 The lan-
 guage dimension in all subjects. The handbook for curriculum development and
 teacher training.
 Negotiating Identities: Education for Empowerment in a Diverse
 Society.
 Kompetenzen und Kompetenzentwicklung von Lehrerinnen und
 Lehrern
 Culturally Responsive Teaching: Theory, Research, and Practice.
 Avaimet osaamisen tulevaisuuteen. Selvitys maahanmuuttajataustaisten nuorten
 osaamisesta ja siihen liittyvistä taustatekijöistä PISA 2012 - tutkimuksessa
 Foundations of Multilingualism in Education from Principles to
 Practice.
 Teachers and Teaching: theory and practice
 2,
 Foundations of Multilingualism in Education from Principles to
 Practice.

The Routledge handbook of sociocultural theory
and second language developmentSS15RWOH
7KRPDV:3ROOLH School effectiveness for language minority stu-
dents.:DVKLQWRQDWLRQOQHUKRXHLOLOO(EDWLRQ
7RRP\$XLQVK7BFKHDVQDNHRIWKHDQODOLQ
EWHDSBJRJLFDO)HPDQMSRQLELOLW,QHL\$RRP
DOOOLRQH Miracle of Education: The Principles and Practices of
Teaching and Learning in Finnish Schools,SS15RWWBP
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PHKKH Multicultural Edu-
cation Review2,;